Merit-Scholar Scramble

Continued from Page 1

Merit Scholars to its freshman class last fall, and Texas A&M enrolled 172—Trinity's success has been remarkable. But it has not been cheap. Trinity has been luring National Merit Scholars to San Antonio by promising them scholarships of at least $5,000 a year for all four years, provided that they maintain grade-point averages of at least 3.25, or B+.

For comparison's sake: The university's tuition next year will be $5,400, up from $4,600 this year; room and board fees will add $3,000. A $5,000 scholarship would cover 59.5 per cent of the $8,400 total.

And a few simple calculations: If 130 National Merit Scholars enroll in the fall, Trinity will spend $650,000 on their first-year scholarships alone; if 150 enroll, the cost will be $750,000. If 130 enroll and 100 of them stay at the university for all four years and keep their grades up, they'll eventually cost the university at least $2.15-million—for the star members of just one class.

■

The rivalry among Texas universities seeking to attract National Merit Scholars is one consequence of what many admissions officials see as an increasing level of competition among college and university admissions offices nationwide. This competition, prompted by projected declines in the number of college-aged students in some regions of the country, has raised eyebrows on many campuses in recent months.

In particular, some admissions and financial-aid administrators have expressed concern about substantial increases in the amounts of money being offered by institutions hoping to enroll academically proficient students, many of whom come from well-off families that have been able to provide a variety of sound educational opportunities. Such students, admissions directors say, enhance an institution's reputation and thereby help attract other top-quality students to it.

PHOTOGRAPH FOR THE CHRONICLE BY MICHAEL JAY SMITH

National Merit Scholars "know they're hot items," says Alberta Meyer, Trinity University's director of admissions.

Coming after a long period during which financial assistance was usually offered—at least by the more prestigious institutions—only to students whose families couldn't afford the full cost of tuition, the proliferation of "merit-based" scholarship programs has offended the sensibilities of many admissions and financial-aid directors, who see them as undisguised attempts to buy talented students away from other colleges and who worry that the money to pay for them will come out of the aid budgets on which needier students depend.

At Trinity, which offers President's Scholarships worth between $1,000 and $3,000 to other first-rate students in addition to those it offers National Merit Scholars, the situation is viewed somewhat differently.

"We are ready now, with our endowment, to make our move, to make our statement in this part of the country," says Alberta Meyer, the university's director of admissions, who says that Trinity's name was not widely recognized before the campaign to attract National Merit Scholars began three years ago.

"If you want to make an impact in short order, you identify a group of students and attack them," she says. "The National Merit Scholars were a real hit list—we knew they could raise our profile."

Adds James S. Vinson, Trinity's vice-president for academic affairs: "The National Merit Scholarship program is a conscious attempt to quickly improve the academic level of our students in order to enhance the general academic excellence of the institution, to place Trinity among the ranks of the very best liberal-arts institutions in the country.

"Ordinarily, something like this would take many, many years to do—it takes good students and a good faculty. You can recruit the best faculty members very quickly, but students are more difficult, especially with the demographic trends the way they are.

"But we knew what we were doing, and it's working," Mr. Vinson says. "We have the basic quality. And students need the financial support—that's attractive to them."

Trinity's administrators have not been deaf to complaints by other admissions directors who regard Trinity's scholarship programs with suspicion or even outright hostility. "The fear everyone has in admissions is that with a limited number of students available, it's going to get bloody," says Ms. Meyer. "There's a great concern that it's a game—that it's ante-up and that the richest can stay in the game the longest."

But at Trinity, she and others explain, scholarships are regarded as a marketing tool that the university can use to good advantage in its effort to get ahead, much as other institutions might trade on favorable locations or attractive landscaping.

"In the Northeast, they have that common aid agreement," notes Robert Stepsis, Trinity's associate vice-president for academic affairs, referring to a pact under which a group of New England colleges cooperate in designing aid packages for needier students who apply to more than one of them; the packages level the tuition differences among the institutions, so that students feel no pressure to choose the least expensive.

"But if you're in the second tier, and Harvard's offering the same student the same amount of money, the kid's always going to go to Harvard," says Mr. Stepsis. "You have no chance to break out."

Mr. Stepsis says that Trinity, because of its substantial endowment, has "been able to meet all the demonstrated need that's out there. The scholarship program has not eroded our ability to offer need-based aid.

"My feeling," he adds, "is that an institution shouldn't get into this sort of thing otherwise."

As for complaints from other campuses, Mr. Stepsis sums up the opinion of many at Trinity neatly: "Anybody that has an athletic-scholarship program has no right to carp about what we're doing."

■

In any case, first-rate academic performers are certainly easier for universities to find than are star athletes. There's no need to drive to Waco on Saturday morning for the academic equivalent of timing a running back's 40-yard dash or scrutinizing a 7-foot center's slam-dunks. Instead, the National Merit Scholarship Corporation—a not-for-profit corporation founded in 1955 and headquartered in Evanston, Ill.—does all the searching by standardized test.

The search begins each October, when more than a million students, most of them in their junior year of high school, take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. The following September, the National Merit Scholarship Corporation names about 15,000 semifinalists on a state-by-state basis; according to the corporation, the semifinalists' scores rank them in the top one-half of one per cent of the high-school students in their states.

It is at this time that many colleges—Trinity among them—purchase lists of names and addresses of potential National Merit Scholars and begin writing to them. Meanwhile, the corporation is seeking information about the semifinalists—regular S.A.T. scores, high-school transcripts, and recommendations from principals. About 90 per cent of the semifinalists, the corporation says, eventually become finalists and receive "Certificates of Merit."

Three types of scholarships are available to the approximately 13,500 finalists:

► About 1,500 "corporate-sponsored four-year scholarships" are awarded first, each on the basis of specific criteria established by the company that foots the bill for it. Some companies, for instance, offer scholarships only to finalists who are relatives of employees or who live near one of the company's outposts. Others offer them only to students planning to study certain disciplines in which the company has an interest. The awards are worth between $250 and $2,000 a year.

► About 1,500 "National Merit $1,000 Scholarships" are then awarded to finalists chosen on a state-by-state basis by a National Merit Scholarship Corporation selection committee whose members are high-school guidance counselors and college admissions officials. These awards, which are not renewable, are paid for by the N.M.S.C. itself and by some of the 400 companies that sponsor corporate scholarships.

► About 2,000 "college-sponsored four-year scholarships" are awarded last to finalists selected by the 200 colleges and universities participating in the program, each of which must be willing to sponsor at least three scholarships a year. Each college chooses those to whom the scholarships will be awarded from a list of finalists who named that institution as their "first choice" among the colleges to which they applied.

A college-sponsored scholarship, good only at the sponsoring institution, is supposed to be worth between $250 and $2,000 a year, but nothing prevents a college from doing what Trinity does—tacking on extra money. The N.M.S.C. does issue strict rules designed to protect National Merit Scholars who also qualify for need-based aid programs from being in any way shortchanged.

■

Technically—that is, according to the usage dictates of the National Merit Scholarship Corporation—only students receiving the second type of award can be called "National Merit Scholars." Students whose scholarships are sponsored by corporations or colleges, the N.M.S.C. says, are simply "Merit Scholars." The N.M.S.C. cautions, incidentally, that "the name *Merit Scholarship* is a federally registered service mark" to which it has an "exclusive right."

In the war of claims, counterclaims, and press releases that is waged in fierce annual skirmishes across the length and breadth of Texas, however, such fine distinctions are widely disregarded on the grounds that few newspaper editors—and even fewer readers—would understand them. As far as most Texas universities are concerned, any student who gets a scholarship through the National Merit Scholarship Corporation is—for public-relations purposes—a National Merit Scholar.

Indeed, it has within the past five years become difficult for any but the most seasoned observer here to see the competition for National Merit Scholars clearly through the dust it raises. In February, the Dallas *Times Herald* ran a page-one story that began:

"The University of Texas announced last month it had enrolled more freshman merit scholars than any other college in Texas—and was second in the nation only to Harvard University.

"Not to be outdone, Texas A&M University responded one day later that its campus has more merit scholars than any other Texas school—including U.T.

"Meanwhile, the self-assured scholars at Rice University calmly pointed out that their student body has a higher percentage of merit scholars than any other school in Texas—or, for that matter, in the United States."

"We don't know where this academic chest-beating will end," said an editorial in the rival Dallas *Morning News* a few days later. "But it certainly is a healthy sign."

What no one explained to the *Times Herald*'s reporter and the *Morning News*'s editorial writer, apparently, is that the University of

Continued on Following Page

The 40 Institutions with the Most Merit Scholars in 1983

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	297	—
2. University of Texas at Austin	223	179
3. Princeton University	197	—
4. Texas A&M University	172	119
5. Yale University	156	—
6. Rice University	155	92
7. Stanford University	139	—
8. Northwestern University	126	70
9. Washington University	122	76
10. Michigan State University	118	82
11. Massachusetts Institute of Technology	117	—
12. University of Chicago	105	75
13. University of Florida	102	91
14. Georgia Institute of Technology	94	73
15. Carleton College	85	70
16. Ohio State University (Columbus)	78	59
17. University of Michigan at Ann Arbor	64	—
18. Case Western Reserve University	62	39
19. Brown University	61	—
20. University of Minnesota at Minneapolis–St. Paul	59	37
21. Cornell University	58	—
22. University of California at Berkeley	57	6
23. Iowa State University	55	41
24. Trinity University (Texas)	54	45
25. Baylor University	50	43
26. Duke University	47	9
26. University of Nebraska	47	42
28. University of Virginia	46	—
29. University of Kansas	44	33
30. Dartmouth College	43	—
30. Rensselaer Polytechnic Institute	43	10
32. University of Missouri at Columbia	42	34
33. Rose-Hulman Institute of Technology	41	32
33. University of Illinois at Urbana-Champaign	41	—
35. University of Notre Dame	38	—
36. University of Georgia	37	32
37. California Institute of Technology	35	—
37. University of Southern California	35	28
39. University of Iowa	34	25
40. Brigham Young University	33	25

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION

Merit-Scholar Scramble

Continued from Preceding Page

Texas sponsored 179 of its 223 freshman National Merit Scholars, Texas A&M sponsored 119 of its 172, and Rice sponsored 92 of its 155. Trinity sponsored 45 of its 54.

There's nothing wrong with an institution's sponsoring National Merit Scholars, of course. But, to put matters in perspective, someone might have told the *Times Herald* that Harvard University enrolled 297 National Merit Scholars in its freshman class last year without sponsoring even one—and that among other universities that don't sponsor National Merit Scholars were Princeton, with 197; Yale, with 156; Stanford, with 139; and the Massachusetts Institute of Technology, with 117.

That National Merit Scholars are all but being fought over in Texas doesn't seem to bother the National Merit Scholarship Corporation. Glenn A. Tappan, its vice-president fon merit programs, says that colleges "have been very cooperative and have tried to follow our rules to the T. As long as schools aren't making false claims, and as long as we don't start getting complaints from students or parents or high schools, it isn't a problem for us."

That doesn't surprise people here. Asks one Texas admissions official: "Can you imagine what all this publicity has done for the corporation's reputation?"

▪

"It's sort of a Texas tendency to talk about having the most of this or that. We've had a running gun battle with U.T. for a number of years," says Gordon P. Eaton, who is provost and vice-president for academic affairs at Texas A&M. "If you've got to compete in something, this makes a lot of sense," he adds.

Texas A&M, Mr. Eaton says, is "in the process of upgrading the quality of the university. The way you do that is to upgrade the quality of the student body, which will in turn attract good faculty members."

Toward that end, the university several years ago organized a series of merit-based scholarship programs that award four-year stipends to about 250 freshmen each year, some of whom also win National Merit Scholarships sponsored by the university. The most generous of the merit-based awards, the President's Endowed Scholarships, provide a student $2,500 a year—at a university where tuition, room, board, and personal expenses next year are expected to average $5,340—and also guarantee him a dormitory room on a campus where housing is scarce.

"We encourage you to nominate your best students," the university tells high schools in a flier describing the scholarships, "whether or not they have expressed an interest in attending Texas A&M. We would like to tell them about the educational opportunities we have to offer."

On a more controversial note, the flier suggests that the nominations be made "at the end of the students' junior year or as early in the senior year as possible. . . . It is to the students' advantage to have their nominations submitted by December 1 so they can be considered for the first round of offers in December"—long before applications are due at most other institutions.

"We have been criticized for our timing," Mr. Eaton acknowledges.

"We buy a list of potential Merit Scholars," says Lawrence D. Cress, an associate professor of history who is director of Texas A&M's honors program, in which many National Merit Scholars participate. "Then we send them letters of congratulation and let them know about our scholarship programs. We encourage them to visit the campus. They have lunch with one of our scholarship students, and we set up appointments with faculty members and the dean of whatever college the student is interested in.

"The university more or less sells itself," Mr. Cress says.

This year, 545 National Merit Scholars are enrolled in all four classes at the university, Mr. Cress notes. Of those, 76 are from states other than Texas—and can take advantage of a Texas law that permits out-of-state students who win competitive scholarships worth more than $200 to pay the cheaper tuition rates set for state residents.

In Austin, the University of Texas sets out a different sort of bait for National Merit Scholars, who "excite both faculty members and other students," says Ronald M. Brown, U.T.'s vice-president for student affairs. "The university is committed to providing the best possible academic resources and to hiring the best faculty, but if it is to be a center of excellence in the Southwest, it must also have good students."

The university is "trying to steer clear of a bidding war," says Mr. Brown, "because that's going to be self-destructive." So instead of matching Texas A&M, scholarship dollar for scholarship dollar, it merely offers to give potential National Merit Scholars nonrenewable $1,000 "attention-getting scholarships" if they attend U.T., regardless of whether they are eventually selected for one or another of the awards provided through the National Merit Scholarship Corporation.

Once the university has attracted their attention—usually during their junior year of high school—it invites potential National Merit Scholars who live in Texas, of whom there are about 900 each year, to attend a three-day "Honors Colloquium" held on the campus in July. All of the students' expenses are paid by U.T., including the cost of traveling to Austin.

Not all 900 show up, of course, but a substantial number do, says June Burke, an assistant to Mr. Brown. The students live in the enormous Jester Center dormitories; eat in the Jester cafeteria; attend specially arranged classes, plays, and dances; talk to students and faculty members about potential majors; and tour the campus.

Ms. Burke says the colloquia, each of which costs the university about $150,000, have been quite successful: After the first one, held several years ago, U.T.'s enrollment of freshman National Merit Scholars rose from 130 to 223.

"The biggest concern of most prospective students, and of their parents, is size," says Mr. Brown, noting that the university has an undergraduate population of about 36,000. "In three days, they're able to realize that they can get around the place."

▪

The *Times Herald*'s article credits Texas A&M with "inadvertently" initiating the statewide competition for National Merit Scholars when it

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created its merit-based scholarship program several years ago, but the first Texas institution to make a serious commitment to enrolling National Merit Scholars was Rice, a private university with 2,500 undergraduates and one of the largest endowments in the U.S.—almost $489-million.

Ten years ago, Rice was sponsoring up to 10 National Merit Scholars each year, says Richard N. Stabell, assistant to the president for admissions and records. Then that number jumped to 25, then to 50, and then to 100—at comparatively little cost to Rice, Mr. Stabell says, because many of the National Merit Scholars qualified for the university's need-based-aid program.

Such students would be getting money from Rice in any case; the only difference is that now some of it is labeled "National Merit Scholarship." National Merit Scholars who don't qualify for need-based aid, Mr. Stabell says, receive an annual stipend of $750.

For Rice, whose reputation is already secure, the National Merit Scholarship program "lets good students know we're interested in them," says Mr. Stabell. "It gives us a chance to look at them, and them a chance to look at us.

"We took the lead several years ago, but we're not aggressively trying to maintain it," Mr. Stabell says, adding that "U.T. and A&M are at each other's throats for in-state National Merits.

"We have felt the competition," he says, "but not as much as we've felt the impact of the big-money merit-based scholarship programs, and of acceptance dates that are so early a student doesn't even have a chance to look elsewhere.

"And we're not in the position, as some of these other schools are, of saying to every student in the State of Texas, 'If you're a National Merit Scholar, we'll admit you.' I would never want Rice to get into a position of making an admissions decision on the basis of a single test score."

Mr. Stabell notes that placing too much emphasis on National Merit Scholars can have unwelcome consequences for a university. "I'm sure there are many students who do not apply here because they feel they can't get in or that the work is too hard," he says, "and I worry that this is limiting the diversity of our student body. I spend a great deal of time looking for *interesting* people."

■

"If a student becomes a National Merit Scholar, he's got the credentials to come here," says Ms. Meyer, Trinity's admissions director, who has been at the center of the university's three-year drive to attract better-qualified students. "But one of my goals is to reject the student I call 'the pulsating brain' "—the 'A' student whose only interests are academic.

"This year, any National Merit Scholar would probably be accepted here," Ms. Meyer admits. But she says that she hopes that next year "a large enough applicant pool" will permit her to pick and choose among even potential National Merit Scholars, favoring those with musical talent, for example, or leadership skills.

She says, however, that she is always forthright in interviews, and tells students who clearly don't belong at Trinity—even National Merit finalists—to consider other colleges. But most National Merit Scholars, she says, "are market-wise" and have carefully considered what they want in a college. And, she says, "They know they're hot items."

Indeed, they are hot enough that Trinity has set up an interdisciplinary honors program to accommodate the influx of what a university brochure calls "superior students." This has caused some unhappiness among faculty members who see the program as an elitist violation of an egalitarian liberal-arts tradition.

"The program is very controversial," says Gary Kates, an assistant professor of history. "But I think it should be looked at as a kind of interim program while Trinity becomes a first-rate university. We'll reach the point soon where all of our students are honors students."

Ms. Meyer makes a similar observation about Trinity's costly bid for National Merit Scholars: "Your goal in starting a program like this is always to be able to stop offering it."

The expectation is that once the university has gained the reputation that Ms. Meyer and others here believe it deserves, high-calibre students will apply even if they are not so assiduously courted. Already, says Ms. Meyer, Trinity "is picking up National Merit students from places that aren't in our traditional pool—places like Iowa, Hawaii. The National Merit program is a good hook to get people to look at us. If I can get that bright student from South Dakota to investigate the university, that's what interests me."

Officials at Trinity and other Texas universities note that soliciting money to pay for National Merit Scholarships is comparatively easy—far easier, for instance, than raising money for building-maintenance endowments. "It's an area of fundraising donors respond to," one Trinity development official says, "because you're helping real people."

Just now, however, Trinity is not helping as many black and Hispanic students as it has in the past. When admissions standards here were raised—Trinity's trustees were even willing "to take a hit on enrollments" for several years so that it wasn't necessary to admit underqualified students to fill out freshman classes—the university also lost the system of informal "special preferences" under which some minority-group students had been accepted.

"As Trinity improves," Ms. Meyer says, "I think we'll see stronger minority candidates applying, and I think also that we'll be able to make more exceptions. Morally and educationally, we need a racially and economically diverse student body."

But, she adds, the competition for minority-group students—especially well-educated Texas Hispanics, who are ardently pursued by Northeastern institutions—is "unbelievable."

The National Merit Scholars themselves—and other bright students who have enrolled alongside them—have been well received in Trinity's classrooms. "There's a sense of intellectual fervor and excitement on campus now," says Coleen Grissom, a professor of English who is also dean of students here. "After my first day of one class last spring, I came back to the office and said to my secretary, 'Don't you ever let me go to *that* class unprepared.' It's the kind of thing any teacher would dream of.

"It's difficult for the upperclassmen, of course," Ms. Grissom says. "Every fall they hear someone telling the freshmen, 'You are the brightest class we've ever had.' The upperclassmen find out, though, that even if have they don't have such great scores, at least *they* know how to dial '9' to get an outside line."

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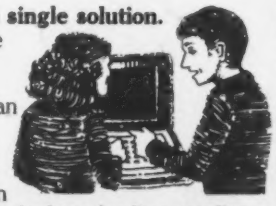

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Continued from Page 1
corporations, and voluntary organizations.

Fortunately for colleges and universities and other institutions that depend upon gifts for an important part of their support, middle-income people have increased the size of their gifts.

Independent Sector reported the following changes in the average size of gifts shown as itemized deductions on federal income-tax returns for 1982, compared with 1981, by income level:

Under $10,000	− 2.9%
$10,000 to $15,000	+ 1.1%
$15,000 to $30,000	+ 6.8%
$30,000 to $50,000	+ 3.2%
$50,000 to $100,000	− 0.2%
$100,000 to $200,000	− 5.6%
$200,000 to $500,000	−18.1%
$500,000 to $1,000,000	−30.0%
Over $1,000,000	−29.2%

The decline in the size of gifts from taxpayers in the top income brackets has been attributed to the Reagan Administration's tax program, which lowered the maximum tax rate on personal income to 50 per cent from the previous top rate of 70 per cent, beginning with the 1982 tax year.

At the 70-per-cent rate, a gift of $100,000 would cost a taxpayer only $30,000, since $70,000 would otherwise have been paid in taxes. The lowering of the tax rate to 50 per cent thus raised the cost of the $100,000 gift to $50,000.

Nontax Reasons to Give

When the tax bill was passed, some fund-raisers argued that the reduced incentive for giving would have little effect because the tax cuts would give people more after-tax income to spend and because they make charitable gifts for reasons that go beyond tax advantages.

The preliminary figures reported by Independent Sector seem to support the more pessimistic projections that smaller tax advantages would mean smaller gifts.

Although the average gift reported on 1982 tax returns was smaller than the 1981 average, the number of contributions appears not to have changed significantly, Independent Sector said.

Higher education has been considered particularly vulnerable to reduced tax incentives for giving, because a large share of the individuals who contribute to colleges and universities are in higher tax brackets than those who contribute to religious organizations.

A study conducted by the Urban Institute of Washington for Independent Sector in 1981, when the new tax law was passed, estimated that gifts by individuals to educational institutions and hospitals would decline by more than 3 per cent in the years 1981 through 1984, while gifts to religious organizations would increase by more than 17 per cent.

Colleges Report Increase

Giving by individuals accounts for about half of the voluntary support received by colleges and universities, with most of the other half coming from foundations and business corporations.

The latest national survey of giving to colleges and universities, by the Council for Financial Aid to Education, New York, showed that in 1981-82 alumni had increased their gifts by 18 per cent, to an estimated $1.2-billion, while nonalumni individuals had increased their giving by 9 per cent, to slightly more than $1-billion.

2-Year Colleges

Continued from Page 1
high-technology, computer, and allied-health fields, which lead to a two-year degree or a certificate.

Between 1971 and 1978, Mr. Templin noted, the number of associate degrees awarded in science and engineering fields increased about 115 per cent. Those in allied health increased 190 per cent.

"It is safe to assume that most of these students are from middle-class backgrounds," Mr. Templin said.

Because enrollment in such high-demand programs is limited, Mr. Templin speculated that "many poor, disadvantaged, and minority-group students will be displaced" by middle-class, reverse-transfer students.

"Consider nursing," he said. "You have one spot and two applicants. One has a baccalaureate, a flawless application form, and a flawless interview. The other is an 18-year-old who is a high-school graduate, has mistakes on the application form, and doesn't have such a good interview and maybe isn't dressed as well.

"Who will be admitted to the nursing program?" he asked.

Enrollment in continuing-education programs, typically the province of "middle-class learners," has increased dramatically in the community colleges, Mr. Templin noted.

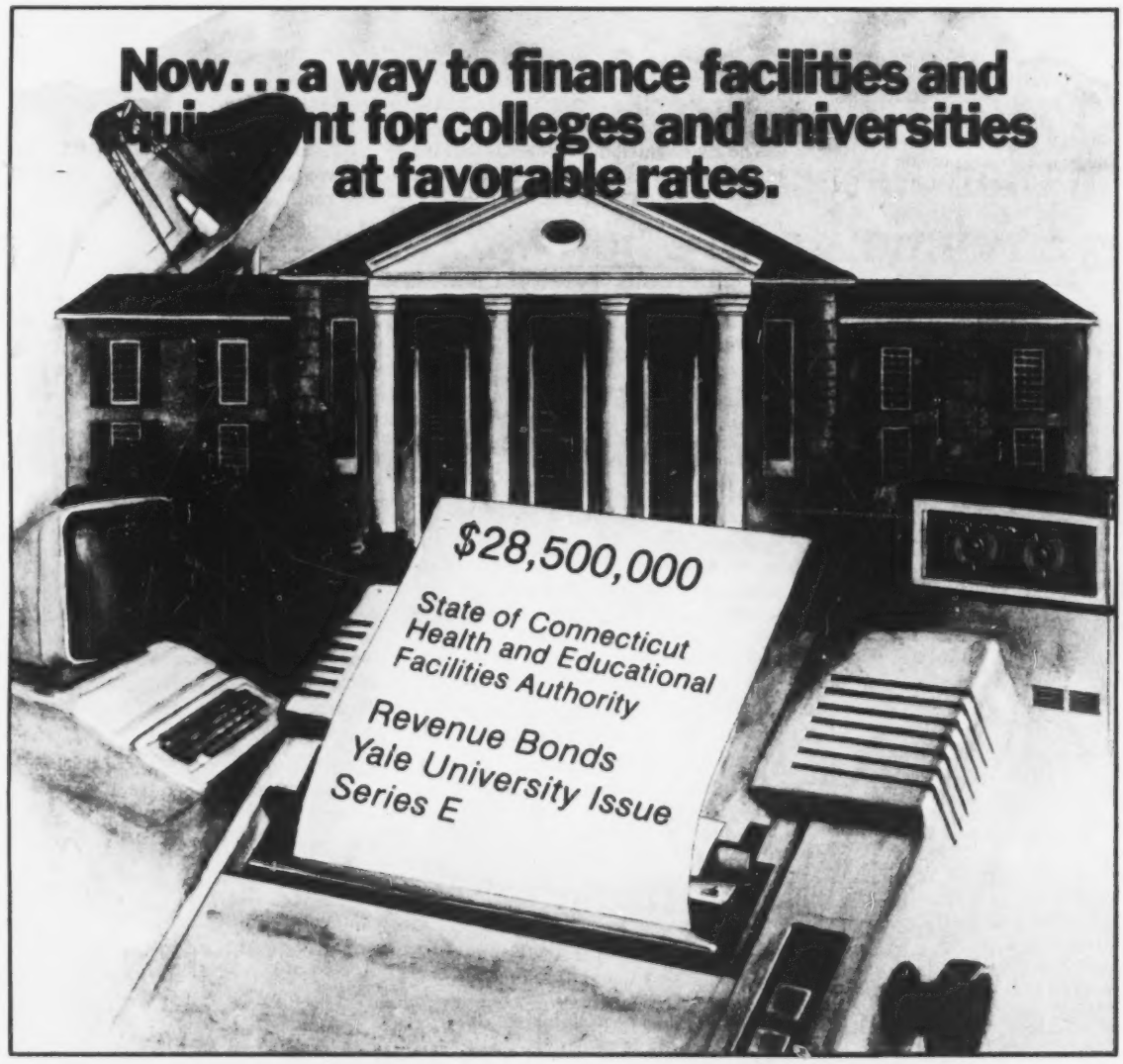
Between 1974 and 1982, the number of students enrolled part-time in credit programs increased 150 per cent, while the number of students taking noncredit courses increased 200 per cent.

Mr. Templin suggested that "the majority of these people are middle-aged, middle-class, white students" seeking a job-related skill, personal satisfaction, or solutions to life problems.

Mr. Templin predicted that the increasing cost of higher education would lead to larger enrollments of middle-class, traditional college-age students in two-year-college transfer programs. That in turn could squeeze out more disadvantaged and minority-group students, who might be less well prepared academically.

"The community colleges are regarded as acceptable by the middle class now. The colleges are overcoming their second-class image," Mr. Templin said. As parents become more familiar with two-year institutions—some by taking courses there themselves—they see them as an acceptable alternative to the four-year institution for their children who are starting to work on an undergraduate degree.

Mr. Templin based his remarks at the meeting on a chapter he contributed to *Issues for Community College Leaders in a New Era*, a collection of essays edited by George B. Vaughan, president of Piedmont Virginia Community College, and published by Jossey-Bass Publishers.



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News Summary

Articles on inside pages

Following his defeat in the Pennsylvania primary last week, Sen. Gary Hart may have to depend on student campaign workers more than ever. Story on Page 16.

Souvenirs, cigarette packs, and fast foods are scrutinized by scholars in the Popular Culture Association. Story on Page 11.

Eleanor Roosevelt, whom scholars have neglected for years, is the subject of a new wave of interest that historians say might lead to major revisions in people's views of the former First Lady and her times. Story on Page 7.

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The chancellor of Georgia's university system has offered to work with federal officials to resolve problems over a test given to college students that the Education Department says is biased. Story on Page 19.

Sweeping changes in tenure policies, proposed to enhance the quality of Vanderbilt University, have provoked sharp faculty criticism. Story on Page 23.

African athletes sometimes find the transition to U.S. colleges difficult, but their American experience serves them well when they return home. Story on Page 27.

The British government has announced that it will reconsider its membership in the United Nations Educational, Scientific, and Cultural Organization. Story on Page 31.

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2-Year Colleges Step Up Pursuit of Private Funds

They're used for activities that taxes don't pay for

By BEVERLY T. WATKINS

Many public community colleges are establishing nonprofit foundations to raise money from private sources for activities that are not adequately supported by government funds.

Other two-year colleges are reactivating foundations that have been dormant for years so they can accept gifts and turn them into scholarships for students, professional-development opportunities for faculty members, supplementary materials for academic programs, or library books.

With such moves, the community colleges hope to gain a much-needed share of the resources of a segment of society long tapped by both public and private four-year institutions.

Support Declined in the 70's

"During the 1960's and early 1970's, funding mechanisms dumped money into the community colleges as America's outstanding egalitarian organization," says George Rodda, Jr., chairman of the board of trustees for the Coast Community College District in California. During the late 1970's, however, funds from the traditional state and local sources began to decline.

"Today," says Mr. Rodda, "if you don't have a foundation, you will not have enough money to fulfill the role of the community college, whatever it is."

"Tax funds are barely enough to maintain the same level of operation year after

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'NO LESS PROTECTION THAN JOURNALISTS'

Scholar Need Not Turn Over Notes to Grand Jury, a U.S. Judge Rules

By MALCOLM G. SCULLY

Scholars are entitled to the same protections as journalists in keeping their research notes confidential, a federal judge in Brooklyn has ruled.

U.S. District Judge Jack B. Weinstein ruled that Mario Brajuha, a graduate student at the State University of New York at Stony Brook, did not have to turn over to a grand jury a journal he had kept while working at a restaurant on Long Island as part of his research for a doctoral dissertation on the "sociology of the American restaurant."

The grand jury is investigating a suspicious fire that took place in March, 1983, at Le Restaurant in Glen Cove, N.Y. Mr. Brajuha, who was working as a waiter there at the time, kept a journal of observations and conversations with fellow employees, to whom he had guaranteed confidentiality.

When the grand jury began its investigation, it subpoenaed Mr. Brajuha to testify and to produce his journal. According to Judge Weinstein's opinion, "Mr. Brajuha apparently testified fully about his direct observations of events at the restaurant," but he refused to produce the journal.

Subpoena 'Unnecessarily Intrusive'

In quashing the subpoena of the journal, Judge Weinstein said, "Serious scholars are entitled to no less protection than journalists.

"Affording social scientists protected freedom is essential if we are to understand how our own and other societies operate. Recognized by cultural anthropologists since at least the turn of the century as a basic tool, fieldwork is used widely in other disciplines, particularly sociology and political science.

"In order to work effectively researchers must record observations, communications, and personal reactions contemporaneously and accurately."

Noting the Mr. Brajuha had "testified fully—and as the government concedes, accurately" before the grand jury, Judge Weinstein concluded that "the subpoena for his journal is unnecessarily intrusive."

However, he did not claim that Mr. Brajuha had an absolute right to withhold the journal, only a "limited federal common-law privilege to do so." He added:

"If a criminal indictment and trial grow out of the grand-jury investigation, the balance struck between protection and production of the journal may well be different. For example, should Mr. Brajuha testify at a trial, the defendant may need the journal in order to be able to effectively cross-examine him."

House Bill Would Tax Some Fringe Benefits

The House of Representatives has passed a tax-reform bill that would allow some fringe benefits, such as faculty housing and employer-financed tuition programs, to be taxed. Other benefits, such as tuition-remission plans for faculty members, would be exempted from taxes. The Senate's version of the bill, still being debated last week, would bar the taxation of fringe benefits for two years. See Page 19.

TO MEET GLOBAL COMPETITION

France Invokes Memory of Diderot to Promote Technology

By DAVID DICKSON

PARIS

The arrival of 1984 has been used in the United States and Britain to examine the "Orwellian" threats from technology, but in France it is also being used to honor one of the foremost promoters of the contributions of science and technology to human progress—Denis Diderot.

The goal of scholars and politicians here is not simply to celebrate a famous Frenchman who died 200 years ago. They hope to use Diderot's life and work to encourage broader public appreciation of science and technology.

They say such an appreciation is crucial to France's efforts to meet the challenge of global competition in high technology and to develop a new, technically sophisticated French culture.

An eighteenth-century philosopher and polymath, Diderot is best known as the editor of the 25-volume *Encyclopédie,* a massive work of scholarship that represents one of the watersheds of the French Enlightenment. Through its attacks on the authority of the Roman Catholic Church and the French aristocracy, it helped pave the way for the French Revolution.

His current popularity, however, is based less on his political and philosophical ideas than on his efforts to promote an understanding of science and technology in what was primarily a literary culture—a task that France's current political leaders say is as important today as it was in the eighteenth century.

"Diderot was, in his time, the architect of a reconciliation between the cultures, the scientific culture on the one hand, and the poetic, artistic, and literary culture on the other," France's Minister of Culture, Jack Lang, said recently. "It is a task that once again faces us in the modern world."

Mr. Lang was speaking at a meeting in Reims held to inaugurate a series of scholarly meetings organized under the general

Continued on Page 32, Column 1

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France's quest for eminence in science has renewed interest in Denis Diderot.